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March/April 1995

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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 38, No. 4

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And More . . .

Legislative update: uncertain times for education

The task of reporting on legislation at this stage of the session is like shoveling the walk in the middle of a blizzard. Bill status changes on an hourly basis. Here is where things stand with several important education bills as *Montana Schools* goes to press on March 29, 1995:

House Bill 2, the main vehicle for funding state government, has been through the House and the Senate Finance and Claims Committee. After the full Senate votes on the bill later this week, any changes between the Senate and House versions are hammered out in conference committee.

Funding for new enrollment

Governor Racicot's proposed budget included additional funding to cover the cost of new enrollment in Montana's public schools. At this point, that amount is $24.6 million. The full House Appropriations Committee amended HB 2 to include funding for new enrollment. This level of funding will be in jeopardy if HB 592 (Jore) is revived. (HB 592 is mentioned later in this update.)

"Safety valve" for special education rejected

The Office of Public Instruction requested an additional $8.7 million for the next biennium for special education. This request, designed to take pressure from school districts' regular education budgets, was rejected by the House.

No funding for emotionally disturbed children

Governor Racicot proposed investing $8.2 million to address the growing number of emotionally disturbed children in our schools and communities through the Community Impact Program. The Human Services Subcommittee of the House Appropriations Committee eliminated all funding for the Community Impact Program.

The House also cut funding for Managing Resources Montana (MRM), which provides services for emotionally disturbed children, by 60 percent. The Senate Finance and Claims Committee then cut the remaining funding for MRM.

Managing Resources Montana provides day treatment, intensive case management, individual outpatient services, group therapy, therapeutic group homes, parent support, respite services, therapeutic foster care, home-based services, emergency stabilization, family therapy, and emergency medications. Loss of funding means more students with severe emotional disturbances will be in Montana's classrooms and without services.

OPI's general fund budget cut

The Office of Public Instruction's general fund administrative budget is now down $1.27 million (16.18 percent) from OPI's 1994-95 base. This is $872,347 (13.18 percent) less than the governor's proposed budget for OPI.

Basic Education Division: The House Education Subcommittee originally reduced OPI's general fund operating budget for the Division of Basic Education by $650,000 over the next biennium. This cut was later reduced to $370,286. The 22 staff members in this division include the social studies specialist, math specialist, reading specialist, library media specialist, and other curriculum specialists. These are the people who develop curriculum guides, provide technical assistance to schools on curriculum and assessment, organize the Geography Bee, distribute scholarship funds to Montana students, and so forth.

Unless the Senate reinstates the funds, the Division of Basic Education could lose five full-time equivalent (FTE) employees.

Vocational education: Vocational education received a small boost in the full Appropriations Committee, which approved funding for payouts in the event of retirements in OPI's vocational education unit. That funding means OPI should not have to hold vocational education positions vacant.

School bus safety, bicycle/pedestrian safety programs: Due to cuts in the Traffic Education budget,

(Continued on page 2)

SPRING FEVER

Federal cuts

In March, the U.S. Congress took action on bills that would cut millions from education programs. How would the cuts affect Montana? See page 3.

Second Class
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Message from Nancy Keenan

Montana is witnessing a war on public schools and school children. Take a look at the following bills that have been introduced this session:

• HB 367 (Rep. Jore, R-Ronan) would have abolished Montana's compulsary education law, making Montana the only state in the nation that does not require children to attend school.

• SB 195 (Sen. Baer, R-Bigfork) would have amended the state constitution, removing the guarantee of "equality of educational opportunity" and replacing it with "reasonable access to educational opportunity." The bill did not indicate who would define "reasonable access." You don't need to be a rocket scientist to see how this bill would have affected education.

• Two bills, SB 232 (Sen. Toews, R-Lustre) and HB 480 (Rep. Arnott, R-Billings), would have rendered Montana's school accreditation standards meaningless.

• HB 582 (Rep. Boharski, R-Kalispell) would have used taxpayer dollars to pay parents to send their children to private schools.

These bills were eventually defeated, but not without a hard-pitched fight. Undoubtedly, we will see them again next session. Some may even be revived this session.

Then there are the funding cuts that took place in House Bill 2, the bill that funds state government:

• The House Appropriations Committee's Education Subcommittee voted to prohibit Montana from spending its $290,000 federal grant to help Montana teachers update their health education skills and curriculum.

• Not only did the legislature reject Governor Racicot's proposal to provide funding for children with severe emotional disturbances, it cut all funding for Managing Resources Montana, which serves emotionally disturbed children. Even more of these children will end up in our classrooms and without services.

• The House voted not to let Montana spend its $6.5 million Goals 2000 grant, which the state is scheduled to receive to fund local school improvement efforts. The Senate Finance and Claims Committee restored the funding. We hope it survives the next round of budget debates.

• Postsecondary education lost $18 million.

On the national level, we are seeing an even greater onslaught against schools and children, as you'll see in the article on page 3.

I remember a time when Montanans and Americans felt an obligation to provide for the next generation. Today, however, many people seem to believe that, "If the kids aren't in my family, my school, or my town, I have no responsibility for their education."

That attitude is not only selfish, it's short-sighted. What if I should need surgery some day? My life will depend on the attending nurses and doctors. They won't be my kids, they may not have attended school in my town, but I'll be in trouble if they haven't had a quality education. If I travel on a plane that needs to be repaired enroute, I probably won't know the people doing the repairs, but I'll certainly hope they had a quality education.

The children in our classrooms across Montana and America today will soon be running our hospitals, our airports, our communications systems, and our government. If they get a quality education, we can count on living in a civilized society. If they don't get a quality education, no one's future is secure.

As Calvin Coolidge said, "Patriotism is looking out for yourself by looking out for others." We all have a responsibility to provide a quality education for all of America's children. It's that simple.

In that sense, all of us in Montana — and in America — are one family.

Let's hope the Montana Legislature and the U.S. Congress remember their responsibility to children before it's too late.

Nancy Keenan

Certification update

Internships

Teachers interested in becoming principals or guidance counselors may want to investigate internship programs available through OPI and participating Montana colleges and universities.

Principal Intern: Under the principal internship program, 12 experienced teachers may assume the duties of principal while completing a master's program in school administration. These people may function as principals without credentials and with no penalty to the school district.

The participating district selects a teacher who has the potential to become a principal but has been unable to pursue a master's degree in school administration. The local trustees agree to employ the person as principal (at least half time) while the intern completes a planned, supervised program in school administration. Contact Dr. Keith Chambers, Montana State University, or Dr. Jerry Lowe, University of Montana.

Guidance intern: The guidance internship program is essentially the same as the administrative internship. The school district enters into a cooperative agreement with Montana State University-Northern (Dr. Gerald Bekker, coordinator) or MSU-Bozeman (Dr. Richard Horswill coordinator) for the teacher to pursue an endorsement in K-12 guidance and counseling. A share of the full salary may be used to provide college supervision and professional support.

Procedure: If you are interested in the intern programs, contact the program coordinators on the campus of your choice, then contact Marilyn Roberts or Don Freshour at OPI (444-3150). Candidates must be identified by July 1, 1995.

National meeting at Whitefish

The National Association of State Directors of Teacher Education & Certification (NASDTEC) will hold its 67th annual meeting at Grouse Mountain Lodge, Whitefish, June 26-29, 1995.

The conference will focus on teacher preparation programs, state and national teacher certification, interstate reciprocity, the NASDTEC clearinghouse on revocations and suspensions, and national education issues.

For registration information, contact NASDTEC, 3600 Whitman Ave. N., Suite 105, Seattle, WA 98103. Conference registration (includes most meals and entertainment) is $219 prior to April 20 and $245 after April 20.

Applicant "proof"

The Certification Office at OPI is often requested, generally during the busiest months of the year, to verify "eligibility" or "application" for individuals seeking employment with school districts. This is not possible for the Certification Office to do without stopping all processing and doing a search for documents. With applications arriving in the hundreds per day, at times it is virtually impossible to conduct searches. This can be avoided by the following process:

Request to see a copy of an application for certification. Montana does not issue an *application* for certification until an evaluation

(Continued on page 11)

Legislature

(Continued from page 1)

OPI will lose its bus safety and bicycle/pedestrian safety programs in June 1995. These programs exist because children face a greater likelihood of death or disability through traffic-related injuries than through any other cause. The bus safety and bicycle/pedestrian safety specialist provide information and training in traffic safety and bus safety across the state.

Montana Plan grant refused, then reinstated

During floor debate on House

(Continued on page 3)

Saco is one of "America's Best Schools"

Redbook Magazine has announced its 1995 list of America's best elementary schools. Representing Montana is Saco Elementary. Says *Redbook*, "A student population of 64 hasn't stopped this rural school from putting itself into the driver's seat on the information superhighway. Computer lessons begin in kindergarten, and Spanish classes are beamed by satellite to students in all grades. . . . Standardized test scores are up 23 percent."

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

Legislature

(Continued from page 2)

Bill 2, the House removed OPI's authority to spend the $6.5 million federal Goals 2000 grant. Montana is scheduled to receive this grant, which requires no state matching funds, to support local efforts to improve schools and to develop a statewide plan for educational technology. The Senate Finance and Claims Committee has restored these funds.

Educational technology tabled

The Office of Public Instruction proposed using $4.5 million in one-time funds to create a trust account to support educational technology in Montana's classrooms. The bill (SB 351, Stang) was tabled in the Senate Education Committee.

School-to-work resolution progresses

The governor, the commissioner of higher education, OPI, and the departments of Commerce and Labor jointly proposed a resolution urging development of a statewide school-to-work system (SJR 13, Stang). This resolution has passed the Senate, was given a "Do Pass" recommendation by the House Education Committee, and now goes to the House floor for a vote.

Property tax relief bills could *impact education*

Several property tax relief bills are floating around the legislature that could significantly affect local schools.

Senate Bill 274 (Devlin) is a constitutional amendment that limits individual property tax increases to 2 percent.

Senate Bill 417 (Keating) reduces personal property taxes 33 percent from 1997 through 1999. Partial state reimbursement for lost revenue is phased out by 2009. School districts and other local governments will have to make up $30 million annually in lost property tax revenue.

Senate Bill 425 (Holden) provides a $26.3 million individual income tax credit against residential property taxes.

Possible cut in per-pupil entitlements

If per-pupil spending cuts are made this session, HB 592 (Jore) will likely be the vehicle that is used. HB 592 amends Section 20-9-306 MCA, increasing basic entitlements and reducing per-pupil entitlements. This bill, which would take effect in school year 1995-96, shifts funding from the largest districts in Montana to the smallest districts. As of this writing, the bill has been tabled; however, efforts are being made to resurrect it. ■

Congress cuts education & children's programs

How the cuts will impact Montana schools and children

The U.S. House of Representatives voted in March to approve the rescissions bill (HR 1158). The bill would rescind $1.7 billion of the U.S. Department of Education's budget, taking back major portions of funding for education and children's programs that had already been budgeted and appropriated for fiscal year 1995. Also on the chopping block was another $1.7 billion earmarked for summer youth programs.

The following explains some of the House rescissions and how they may affect Montana. As *Montana Schools* goes to press, the dust is far from settled on the rescissions issue. The numbers in this report are the most current available.

Drug-Free Schools and Communities

The House originally cut all funds for Safe and Drug-Free Schools ($481.9 million), eliminating this component of the national drug prevention strategy. Some 94 percent of the nation's school districts will lose drug prevention money they are scheduled to receive July 1. $10 million was restored for DARE.

Impact on Montana: Montana would lose $2.2 million in federal funds for Safe and Drug-Free Schools programs. In the 1994-1995 school year alone, these funds supported 143 projects involving 800 Montana schools and over 95 percent of public and private school students.

The Montana Legislature has never allocated drug-prevention funds for children. Federal funds provide the only resources for drug-free school projects, which include drug and alcohol education; referrals for social service and treatment programs; support for students returning from treatment; counseling groups for students from dysfunctional or drug-using families; the DARE program, which brings law enforcement officers into classrooms; and school programs that identify students in need of medical attention, family help, and support. These programs meet the needs of a high-risk population and help keep kids in school who might otherwise become dropouts and adult criminals.

It's uncertain whether DARE funds will be restored for Montana.

Homeless children and youth

The House originally eliminated all funding ($28.8 million) for educational services for homeless children. This would have ended state programs that ensure homeless children, an extremely high-risk population, are able to receive an education.

The House eventually restored funding for homeless education and several other programs by cutting more money from the following areas:

- $104 million from Pell grants (funds for disadvantaged children to attend higher education),
- $35 million from Title I (educational services for disadvantaged children),
- $30 million from Eisenhower Professional Development grants for teacher training.

Impact on Montana: Originally, Montana would have lost $105,545 in federal funds for homeless children. It is uncertain how much will be restored.

Tech-prep

Originally, the House terminated all funding for tech-prep education, a promising new method for preparing students to succeed in the job market of the next century. This funding was restored by taking more funds away from Pell grants, Title I, and Eisenhower grants (see above).

Impact on Montana: Originally, Montana would have lost $415,417 in funds for local tech-prep efforts. It is uncertain how much will be restored.

Goals 2000

The House cut 43 percent ($173.5 million) of funds for state and local educational improvement programs (Goals 2000).

Impact on Montana: Montana's Goals 2000 grant for fiscal year 1995 is $1.6 million. The House rescissions would reduce Montana's funding by $611,537 for FY 1995. This means Montana will be able to fund fewer local grants than anticipated.

Star Schools

The House rescission eliminates all funding for the Star Schools distance learning program, which serves some of the poorest and most rural areas of the nation.

Impact on Montana: The Star Schools program has provided satellite dishes, computers, modems, and Internet access for Montana schools, allowing them to provide learning opportunities unavailable from any other source.

The rescission will make it impossible for additional Montana schools to participate in Star Schools. (About 40 new Montana schools have expressed interest in becoming Star School sites.)

The rescission also affects funds that have been appropriated for a major equipment upgrade in Montana's existing Star School sites. In anticipation of these funds, new computers and data transmission equipment were installed in March. If the rescissions bill is passed, schools most likely would have to return the equipment.

Horn amendment

Rep. Steve Horn (R- CA) prepared an amendment for the House rescissions bill designed to restore $305 million to the summer youth program. The amendment would have partially financed that restoration by making additional cuts to other education programs: **Goals 2000** would have lost another $137.47 million. **Eisenhower Professional Development Grants** would have lost an additional $100 million, for a total cut of 50 percent nationwide. **School-to-Work** would have lost another $67.5 million, for a total cut of 61 percent nationwide.

The Horn amendment, although never offered, is an indication of the current mood toward education funding on Capitol Hill.

Senate rescissions

On March 24, the Senate Appropriations Committee passed its own package of rescissions to FY 1995 funds. The Senate bill takes less out of education than the House bill. According to the Council of Chief State School Officers, however, it would still have a "crippling effect" on states and local districts. (*Hillnotes*, CCSSO, March 24, 1995.) The chart below shows how Senate cuts compare with House cuts for several programs:

Rescission Bill Summary (in millions)

Program	Senate	House	Difference
Goals 2000 state grants	-$55.8	-$142.0	+$86.2
School-to-Work	-15.0	-12.5	-2.5
Title I	-80.4	-148.6	+68.2
Eisenhower Prof. Devel. grants	-69.0	-100.0	+31.0
Safe/Drug-Free Schools	-100.0	-472.0	+372.0
Title IV, Civil Rights Act	-7.4	----	-7.4
Vocational & Adult Education	-60.6	-119.5	+58.9
Star Schools	-5.0	-10.0	+5.0
TOTAL RESCISSIONS*	-$609.0	-$1,700.0	+$1,090.0

*** Includes all education rescissions, not just those listed here.**

News Flash

As we go to press, the rescission issue continues to evolve. Senate procedures require that the full Senate consider the House bill (HR 1158). It is anticipated, however, that the Senate leadership will substitute the Senate committee bill for the House bill when it comes before the full Senate. The Senate floor debate of rescissions could occur as early as March 29, and a conference committee could hammer out a compromise between the House and Senate bills before Congress goes on its April break. Stay tuned. ■

Montana students make the All-USA Academic Team . . . again!

Montana continued its record of disproportionate representation on *USA Today*'s All-USA Academic Team.

In its February 16, 1995, issue, *USA Today* announced the selection of 20 students for its All-USA Academic First Team. Two of the 20 All-Stars are Montana students.

One of the All-Stars is Bounthavy Kiatoukaysy, a student at the University of Montana and resident of Missoula. Kiatoukaysy, an aspiring teacher, is a Hmong refugee who has worked to preserve and balance her Hmong culture with the American way of life. She organized a museum exhibit called "Hmong Voices in Montana" as a cross-cultural educational tool and teaches the Hmong language, folks songs, and dances to children of both cultures. Kiatoukaysy received the National Bilingual Instructional Assistant of the Year award in 1993.

The other Montana All-Star is Great Falls resident Lorretta Krautscheid, a nursing major at Montana State University College of Technology-Great Falls. When Krautscheid learned that 60 percent of children in Great Falls aren't vaccinated, she created a city-wide education program for expectant parents on the need for children's immunizations. Her nominator commented that Krautscheid "tackled a problem of tremendous scope and consequence in a very low-budget, manageable way."

Krautscheid and Kiatoukaysy each received $2,500.

In addition, Kevin Scott of Ashland, Montana, an interactive media major at Montana State University-Bozeman, was chosen for the All-USA Academic Second Team. Deanna Weyermann, also of MSU-Bozeman, received an honorable mention.

USA Today holds the Academic All-Star event every year, honoring high school students and college students in alternating years. Montana has consistently produced one or more members of the paper's All-Star teams. ■

Bilingual awards

While Bounthavy Kiatoukaysy of Missoula was on the phone with *USA Today* learning that she had been chosen for the All-USA College Academic Team, the principal at Hellgate Elementary called on the other line to let her know that her 10-year-old daughter, Janie Lee Thao, had won second place in a national bilingual contest. Thao's $2,500 prize was sponsored by the National Association of Bilingual Education.

And in January, Tou Lee Vang Yang, a Title VII bilingual instructor in Missoula, was chosen from among hundreds of candidates as the National Bilingual Instructional Assistant of the Year for 1995. The award is sponsored by the National Association for Bilingual Education.

Yang received a $2,500 scholarship and an expense-paid trip to the national bilingual conference in Phoenix on February 16. He teaches a cultural program to help Hmong children learn about the language and culture and bridge a gap with the parents and elders. He also organizes Hmong New Year activities and interprets medical information for the Hmong community. ■

EARTHQUAKE!

School earthquake safety workshop offered

The Montana Earthquake Hazard Reduction Program and Disaster and Emergency Services Training Bureau, in cooperation with the Federal Emergency Management Agency (FEMA), will present an earthquake education training and safety program for teachers and administrators K-12. The program will take place April 26-28, 1995, at the Flathead County Justice Center Disaster and Emergency Services Operations Center, 920 S. Main St., Kalispell (758-5561).

The audience for this program includes K-12 teachers interested in earth science and emergency planning, administrators, parents, and school personnel who have an interest in earthquake curriculum in their schools.

Participants should be leaders with staying power who want to develop emergency earthquake plans for their schools, organize and conduct earthquake drills, and introduce earthquake information and emergency planning across the curriculum. Emphasis will be placed on "hands-on" science for all grade levels during afternoon break-out sessions.

This program is endorsed by the National Science Teachers Association. Two continuing education credit hours will be offered for completion of the program.

This program is supported by a

(Continued on page 11)

Bigfork students featured in national magazine

Today's teenagers call it "ranking" — the verbal duel in which contestants try to outdo one another with insults and put-downs. ("You're so ugly, your mother had to tie a pork chop around your neck to get the dog to play with you.")

Harmless fun? Maybe. But ranking can also elevate tensions among teens and leave victims feeling isolated and miserable.

Read magazine, the grades 6-12 version of the *Weekly Reader*, recently published a feature article exploring the phenomenon of ranking at Bigfork High School. Bigfork High School English teacher Judy Hadlock, who is on the magazine's teacher advisory board, helped coordinate the writing of the article.

Read, a twice-monthly magazine with about a million readers, emphasizes English, reading, and social studies. Hadlock, who teaches Basic English in grades 9-12, uses the magazine as the core of her curriculum for students taking replacement English credit. Because she has some of these students for more than three years and doesn't want to repeat the material in traditional texts every year, she finds *Read* and its variety something she "could not teach without."

In an issue on humor called "What's so Funny?" released in February, four of Hadlock's English students discuss ranking and how it affects them. The article concludes that while put-downs can get out of hand, they have the potential to help people learn not to take themselves too seriously. As one of Hadlock's students said, "Joking around can bring two people closer together." ■

Popular conservation educator retires

The Helena *Independent Record* called him a "Local Hero." The Great Falls *Tribune* proclaimed him "Mr. Wildlife." Perhaps one of the highest tributes continually paid to Vince Yannone is the fact that many of the children he has taught ask him to give the commencement address at their high school graduation ceremonies.

Yannone, the assistant administrator of the Conservation Education Division at the Montana Department of Fish, Wildlife and Parks, will retire May 15, 1995.

Since joining the department in 1970, Yannone has made his mark locally, regionally, and nationally as one of the most accomplished and popular educators in the field of fish and wildlife conservation. Throughout his 25-year career, Vince has crisscrossed Montana presenting wildlife programs. He has starred in daily television shows that have attained a cult following, and he continues to be a popular guest on radio and TV shows. Audience reaction seems to be the same no matter where he goes: "We love Vince; send him back!"

Vince Yannone

Yannone's gift for communicating with people of all ages is well known, but that gift sometimes overshadows his uncommon compassion for wildlife. His tireless efforts to place orphaned wild animals have gone nearly unnoticed. Numerous eagles, song birds, bears, foxes, mountain lions, deer, antelope, elk, and even moose have been placed in zoos or back into the wild due to Yannone's efforts. His recent experiment to induce bear cubs to enter an artificial state of hibernation, so they can be better placed in dens in the dead of winter has proven remarkably successful.

Yannone's work to establish Project WILD as an elementary and secondary school curriculum is one of his most important accomplishments, and it will pay dividends for Montana for generations to come. Project WILD, designed to teach children how, not what, to think about fish and wildlife resources, is now firmly established in Montana and throughout North America. In 1990, Vince was nationally honored with Project WILD's Director's Award.

Yannone is currently working on a proposal to develop a new wild animal shelter to replace the department's outdated facility in Helena. The Montana Wildlife Rehabilitation and Education Center will be a modern facility designed to provide care for animals in an atmosphere that fosters a proper and humane release into the wild.

Vince will be missed. He leaves with us his special knowledge, respect, and appreciation for our wild creatures and a sense of caring for and respect for each other. ■

—Kurt Cunningham
Montana Department of Fish, Wildlife and Parks

Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

TITLE 1
Ron Lukenbill, Specialist
444-2080

1995 Fall Conference

The ESEA Title I Fall Conference will be held at the Big Sky Conference Center in Big Sky, September 27-29, 1995. The program of professional development will focus on many of the changes brought about with the reauthorization of Title I as part of the Improving America's Schools Act of 1994.

The format of the conference has been revised so larger blocks of time will be allotted for presentations and discussions on some of the new elements in Title I: school-wide programs, comprehensive plans, evaluation, and meeting district and state standards. The presentations will again be conducted by experienced Title I personnel from Montana schools, the Rural Technical Assistance Center in Portland, the Technical Assistance Center in San Francisco, Montana universities, and OPI. Publishers and distributors of educational materials will be available to discuss their new products with participants.

Meeting room space in the Huntley Lodge, Yellowstone Conference Center, and Mountain Mall will be used during the conference. All restaurants will be open at the conference site and in the lower village area.

The initial session on Wednesday will be for new administrators and staff. It will provide an overview of components found in successful Title I programs and a discussion of critical events for the 1995-96 program year. Two programs from the National Diffusion Network will also be presented on Wednesday afternoon.

A continental breakfast will be provided 7:00 to 8:30 a.m. Thursday and Friday. Presentations are scheduled from 9:00 a.m. to 4:30 p.m. on Thursday and from 9:00 a.m. to noon on Friday. A Title I reception will be hosted by conference exhibitors from 4:45 to 6:00 p.m. Drawings will be held for educational materials.

A tentative agenda for the full conference will be mailed to each school in early September and will also be posted on METNET Online. The registration fee for the conference is $25 per person and may be budgeted along with food, lodging, and travel expenses as part of the district's 1995 Title I project.

Attendance is expected to exceed 800 this year, so we highly recommend preregistration for the conference and for rooms at Big Sky. Call 800-548-4486 or 406-995-5000 to make your reservations. A room block at special conference rates has been arranged at the Huntley Lodge and at the Shoshone Condominium. See you at Big Sky!

MATHEMATICS/SCIENCE
Diana Oldham, Specialist
444-4436

Mathematics/science workshops and news on METNET

In the absence of a science specialist at OPI, we will be using the METNET electronic bulletin board to distribute information OPI receives from various national sources. Dial up METNET on Fridays (444-4851).

Science student honors programs

This year, four honors programs are being offered by the U.S. Department of Energy's High School Science Student Honors Program. High school juniors and seniors who have demonstrated high achievement in mathematics and science are invited to apply. Four students from Montana will be selected to attend the department's national laboratories and participate in advanced scientific research for two weeks this summer. Deadline for applications is April 11, 1995. Applications must be received in our office by that date. Application information was sent to science teachers the first week in March.

Conferences

Primary Connections conferences will be held in Helena and Billings in June. These conferences are for K-3 teachers of science and mathematics. Watch for our mailing and check METNET for details as they progress.

Attention Kalispell area principals and primary teachers: A conference called "A Day with Dr. Larry Lowrey" will be held in Kalispell later in the summer. We will be sending information in April. Flathead County educators will be given priority at the conference as it is being co-sponsored by the Flathead Valley Curriculum Cooperative.

The 1995 TOTOM (Teachers of Teachers of Mathematics) conference plans are underway. The conference will be held at Kwa Taq Nuk Inn in Polson. It will begin Friday, September 15, at 9:00 a.m. and will conclude Saturday around 3:00 p.m. Plan on a Friday evening session also. If you are interested in attending and didn't receive an invitation, please contact me.

Math/science workshop

The University of Arizona's Center for Insect Science and the Montana Science Teacher's Association has organized a two-day leadership institute for K-3 teachers on "Using Live Insects in Elementary Classrooms for Early Lessons in Life." The workshop will be held at the Museum of the Rockies in Bozeman, June 15-16, 1995.

Each participant will receive a copy of the curriculum materials, an Insect Science kit, and a stipend of $40 per day plus $15 per day for meals. For applications and further information, please contact Linda Robinson (252-4931) or Merry Warner (602-621-8555). Application deadline is May 5, 1995.

The Institute will introduce teachers to an exciting new set of lessons that use live insects to teach health and science; provide new interdisciplinary and hands-on science techniques that are aligned with national and state curriculum standards, help teachers acquire live insects, show teachers how to raise insects in the classroom, and help teachers locate local insect resource materials.

This institute is supported by a grant from the National Institute of Health-Science Education Partnership to train Montana teachers to become insect science resource leaders.

FOREIGN LANGUAGE
Duane Jackson, Specialist
444-3129

Spring foreign language conference

Foreign language teachers should plan to attend the spring conference sponsored by the Montana Association of Language Teachers (MALT). The conference is scheduled for Friday, April 21, and Saturday, April 22, 1995. German teachers will be able to participate in a three-day, one-semester-credit workshop conducted in conjunction with the spring meeting. Renewal credits will be available to interested participants.

The conference begins on Friday with a full-day workshop on using modern technology in foreign language instruction. On Saturday, meetings will continue with orientation to METNET and with special sessions for French, German, and Spanish teachers.

Friday meetings are at Jorgenson's Restaurant, 1720 11th Ave. Saturday meetings are at Carroll College.

Registration is at Jorgenson's at 8:00 a.m. The conference fee is $15 for MALT members and $17.50 for non-members. Registration includes morning refreshments on Friday and Saturday, lunch on Friday, afternoon refreshments, and a reception on Friday evening.

Please contact me for more details. German teachers can call Gwynn Mundinger (449-8996).

LAW-RELATED EDUCATION
Lorrie Monprode-Holt, Specialist
444-2979

Model curriculum

This fall, the Indian Law-Related Education Model Curriculum Guide was sent to pilot schools across the state. Evaluations will be collected from these schools and assessed. This summer, the curriculum writing team will reconvene in Helena to complete the final document. The finished product should be in schools by next fall.

Summer institutes

Plans for this summer's law-related education institutes are well underway. There will be an advanced leadership training in Helena. "Mini-institutes" are planned for Libby, Pablo, and other locations around the state. Sue Suiter and Kathy Dietrich will be teaching two LRE workshops at Montana State University-Billings.

Violence Prevention inservices have been given in Kalispell and Belgrade area. Salish-Kootenai Tribal College is hosting a two-day inservice featuring this new curriculum. Sessions on the curriculum are planned for the Montana Association of Teachers of English Language Arts (MATELA), the Montana Indian Education Association (MIEA), and the Association for Gifted and Talented Education (AGATE).

For further information, please contact me at the number above or Debbie Rogers at 444-0906.

AMERICAN INDIAN EDUCATION
Bob Parsley, Specialist
444-3013

Enrollment in the Montana Institute for Effective Teaching of American Indian Children, scheduled for June 12-15, 1995 is now closed. We have reached our maximum number of participants. Thanks to all of you who have enrolled in this year's program!

BICYCLE/PEDESTRIAN SAFETY
Mary Cheryl Larango, Specialist
444-0516

Barbecue

Did you participate in an elementary traffic education workshop? If so, you are invited to a "Bar-B-Que Reunion Party" on Saturday night, April 29, as a kick-off to the 1995 OPI/MTEA state conference/workshop. A bicycle maintenance session and a new games session will be offered. The conference will be held April 30-May 2, 1995, at the Park Inn in Lewistown.

Print-ready originals

Make your own supply of handouts regarding pedestrian and bicycle safety. Request these "print-ready originals":

Helmet Facts for Parents: 8.5" x 11" sheet, one side. Overviews issues and facts and offers tips for parents to encourage helmet wearing.

Proper Helmet Fit: 4.25" x 5.5" card, two sided. Diagrams and explanation of proper helmet fit. Original can be used in newsletter or other form for distribution.

Brochure for students — Broken Bones Mend: 8 1/2 x 11 sheet folded with printing inside and out. Calls for two colors. Inside information can stand alone. Compares the human head to a computer and the brain to software.

Pedestrian crossing sequence and bicycle tips for parents: Requests parents to reinforce and

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Dispatches

(Continued from page 5)
model these skills at home.

Adventure

Turn your dull commute into a fresh adventure! Try bicycling to work one day a week this spring. The best way to encourage bicycling as a transportation choice for youth is for youth to observe adults choosing to ride responsibly.

To fully enjoy bicycle commuting, follow these tips:

- Choose a route with minimal traffic.
- Practice riding the route on a weekend or have an experienced rider with you.
- Find secure parking. Locate a safe place to park your bike and bring a lock, or get permission to keep your bicycle in a locked storage room.
- Be visible. Wear a helmet and bright or reflective clothing. At night you must use a front and rear light and rear reflector.
- Let the bike carry the load. Put clothes in a backpack or bike bag or bring them to work the day before.
- Ride like you drive — it's the law. Ride in the same direction as traffic flow, obey all traffic lights and signs, and signal your intentions to those around you.

Walking your way to health & work

The best way to encourage students to walk is for them to see adults walking. Walking can:

- lower your risk of heart disease: your chances of having a heart attack are more than tripled if you don't exercise;
- control high blood pressure: walking can get you off drugs and won't raise already-high blood pressure as more vigorous exercise can;
- control diabetes;
- fight osteoporosis (important particularly for women);
- reduce stress (this effect is attributed to reduced muscle tension, altered brain chemistry with exercise, and getting outside into pleasant surroundings);
- improve muscle tone; and
- help control weight.

When you walk to work instead of driving, you also reduce congestion, noise, and air pollution; save energy; reduce your personal expenses; and reduce tax costs of maintaining streets.

If you live within a one-mile radius of work (less than a 20-minute walk), consider walking to work as part of your regular exercise program. Doing it even one day a week could benefit your community — and your health!

Workshop

Missoula elementary traffic education workshop: May 12-13, 1995, Tim Kerr, Lewis & Clark School, site manager.

GENDER EQUITY
Kathy Bramer, Specialist
444-1952

Report on recent seminars

Last fall, over a hundred teachers, administrators, and school board members completed training called *Prevention Is the Best Strategy: Sexual Harassment In Our Schools.* The two-day session was to prepare participants to share information and techniques with students, staff, and community members in their own school districts. Jointly sponsored by OPI and The Equity Institute, the five sessions around the state were team-taught by Kathy Bramer, OPI Gender Equity Specialist; Pat Callbeck Harper, consultant, Harper Consulting Group; and Marge Johnson, Great Falls district court judge.

In November 1994, OPI and the Montana High School Association co-sponsored a *Title IX Equity Compliance Seminar.* The session included presentations from two staff experts from the U.S. Department of Education Office for Civil Rights (OCR) in Denver. Tom Close addressed issues in athletic equity, and Nancy Haberkorn focused on OCR interpretations regarding sexual harassment and sex discrimination. Ninety people came from across Montana to participate in the one-and-a-half day session.

In the light of the potential staffing and funding cutbacks for OPI services, it's increasingly important to train and empower school district personnel to learn and distribute current information on equity issues. The Gender Equity Program is continuing to seek additional strategies to expand the awareness of and access to equity resources and technical assistance.

Investigating harassment

In response to requests at sessions for sexual harassment trainers held in the fall of 1994, the OPI Gender Equity program is co-sponsoring another training series with the Equity Institute: *Training in Investigations: Handling Reports, Rumors and Complaints of Sexual Harassment in Schools.* The one-day sessions on conducting effective Title IX investigations will be lead by Kathy Bramer and Pat Callbeck Harper. Workshops are scheduled for Monday, April 10, Helena; Wednesday, April 12, Billings; and Tuesday, April 18, Missoula. For more information, please contact me at the number above or George Burns (444-2410).

Farewell, Pat!

Pat Reichert, who has been the administrative assistant for OPI's Gender and Race Equity programs since 1991, has moved to OPI's Division of Legal Services. Congratulations and best wishes to her in this new assignment. (Yes — it was a promotion!) Pat's wonderful hard work, dedication, never-ending support for equity advocacy, and terrific sense of humor are greatly missed in this office. Thanks from all of us, Pat!

George Burns is filling this position temporarily, so if you ever wanted to talk to the REAL George Burns, call him at 444-2410 to check out those equity resources.

TRAFFIC EDUCATION
Curt Hahn, Specialist
444-4432

1995 traffic education conference

The focus of this year's conference will be "Certification Training" for the new Cooperative Driver Testing Program. This training will certify approved traffic educators to administer the Montana driver license knowledge and road tests. The Annual Traffic Education Conference/Workshop will be held April 30-May 2, 1995, at the Yogo Inn, Lewistown. MSU-Northern will be offering one semester credit. OPI will be offering 15 renewal units.

New video

The AAA Foundation and General Motors are making available FREE a new 11-minute video titled "Don't Let Up: Antilock Braking Systems (ABS)." This video explains what antilock braking systems are, when to use them, how they work, how they feel to the driver when engaged, and how to tell if the vehicle you are driving is equipped with an ABS. For your FREE copy, call 1-800-993-7222 (fax 202-638-5943).

Avoiding collisions

Avoiding Collisions: How to Survive the Teenage Driving Years, is a kit developed by the Liberty Mutual Insurance Group. For free loan, call Modern Talking Pictures at 1-800-243-6877. This program is aimed at generating discussion among teachers, parents, and teenagers about four major areas of concern for teenage drivers: speeding, night driving, safety belt use, and drinking and driving. The kit also includes instructor's materials consisting of four reproducible activity master sheets, a 16-minute video, a master copy of the SADD Contract for Life, a sample letter to parents, a fact sheet about teen driving, a response card, and a four-page viewer's guide. The materials are designed to help teenagers identify consequences of driving at excessive speeds, realize that night driving is hazardous, recognize the importance of seatbelt use, and establish guidelines of responsibility for both drivers and passengers.

Publications of interest

Driver Education is a quarterly publication that focuses on information relative to driver education including current research, issues, trends, and concerns. Contact PDE Publications, 310-5334 Yonge St., Toronto, Ontario, Canada M2N6M2 (416-767-4885). Cost: $25 per year.

Driver Licensing Eagle Eye is a quarterly newsletter that features timely information concerning driver licensing and may be of interest to those involved in the Cooperative Driver Testing Program. Contact Eagle Vision Consultants, P.O. Box 34, Williamston, MI 48895.

1995 ADTSEA conference

The annual conference of the American Driver and Traffic Safety Education Association (ADTSEA) will be held in Huntsville, Alabama, at the Hilton Hotel, August 4-11, 1995. Workshop topics will include provisional licensing, pre-conference classes on "Restructuring Driver Education," and tours of the space and rocket center.

PUPIL TRANSPORTATION
David Huff, Specialist
444-4396

Safety week poster winners

Prize money has been given to six Montana school children for their winning entries in the 1995 School Bus Safety Poster Contest, which was conducted last October on the theme, "IN SIGHT IS RIGHT." The winners in Division I (grades K-3), all from Cascade Elementary, are: first place — Travis Featherston, second place — Zachary Whitehead, third place — Mitchell Fey.

The winners in Division II (grades 4-6), all from Columbus Elementary, are: first place — Mariah Breding, second place — Garrett Scott, third place — Thomas Geehan.

Prizes of $15 for first place, $10 for second place, and $5 for third place were given to the students from the Montana Association of Pupil Transportation.

The 1996 School Bus Safety Poster Contest will be held in conjunction with National School Bus Safety Week, October 15-21, 1995. The theme will be "BIG YELLOW STOPS — EVERYONE STOPS." Details of the contest and safety week will be mailed to schools in September.

How are your bus stops?

Periodic assessments of bus stops make good sense. As seasons change, so do the conditions at bus stops and children's reactions to those conditions. Here are a few tips:

- Students require adequate and appropriate space to wait for the bus. The space should be safely removed from the traveled portion of the road. Is this space always available, or does snow plowing or spring thaw make the space inaccessible or undesirable?
- Students need to be able to get to the bus stop safely. How are they getting there? Does that change with the seasons and conditions? Do the conditions allow for safe walking in all seasons? Do children cross plowed snow banks where they could slip into the street or under the bus? If they are being driven, is there a safe way for parents to deliver their children to the stop?
- Children need a bus stop which is relatively free from temptations that will draw them into unsafe behavior, such as running water in an irrigation ditch or unattended farm equipment. Even some kinds of animals may create opportunities for behavior which can harm children.

When making your assessments, be realistic about the maturity and experiential level of the students as well as the weather and road

conditions. What may be a great stop in August may not be so great in December or May.

School bus recalls

• International 3900FC chassis for years 1992-1993. The hydraulic brake system uses two hydraulic pressure switches to operate the brake lights and the brake booster pump. The brake pressure warning light can activate when actual system failure has not occurred. A false warning may lead drivers to ignore lights. Dealers will replace with a single mechanical switch that is activated by brake pedal stroke. Contact dealer or Navistar at 1-800-448-7825.

• 1994 Thomas Built School Buses equipped with "vandalock" system at the emergency exit doors. The hole in the bolt portion of the vandalock was drilled in an incorrect location, allowing the pin to be inserted with the bolt in the locked position while bypassing the starter interlock. Engine can be started while the exit is still locked, which can increase risk to students in an emergency. Dealers will correct, or call Thomas at 1-910-889-4871.

• 1990-1991 Transi-Corp school bus chassis with a 27,000 lb. GVWR. Cracking of the chassis frame rail occurs above the front axle's front and rear spring hangers. This can result in fracture of the frame rail, loss of steering control, and possible accident. Remedy is free and is performed by dealer at an agreed-upon service date, or call 1-316-662-9000.

• 1992-1995 AmTran school bus. The rear axle bearing locking washer was not assembled with a tab bent over the jam nut. The nut may loosen, cause bearing damage, make vehicle unstable, and cause possible loss of steering. Dealers will inspect and correct if necessary on an agreed upon service date or contact 1-800-843-5615.

• 1994-1995 International school buses; models 2574, 2674, 3600, 4700, 8100, and 8200. The base of the electronic throttle accelerator pedal is made of die cast aluminum. The base mounts directly to the firewall. The cab firewall is not rigid enough or flat enough at the mounting surface, causing stress on the accelerator base that will cause the mounting pads on the base of the pedal assembly to fail and totally separate from the firewall. This can cause loss of speed control, driver distraction, and an accident. Dealers will inspect and correct on an agreed upon service date, or call 1-800-448-7825.

• 1994 Thomas Built Conventional, 1994 Thomas Minotour, and 1994 Thomas Vista. Retroflective emergency exit labels do not meet the location requirements of FMVSS 217. Dealers will reinstall retroflective markings, or call 1-910-889-4871.

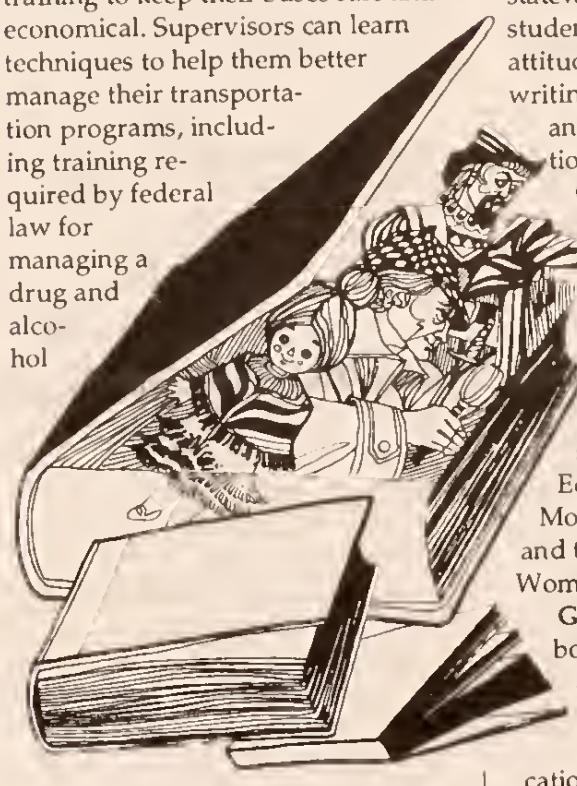
• 1994 Thomas Saf-T-Liner. Power-assist steering pump on school buses equipped with Cummins 6-cylinder engine can fail, resulting in loss of power steering control and possibly an accident. Dealers will install new air compression assemblies with increased capacity, or call 1-910-889-4871. Thomas has advised that this recall is completed.

• Other recalls on school buses have been made in previous months. If you have any questions regarding a recall, or would like to report a safety problem, you may use the Auto Safety Hotline (1-800-424-9393 or 202-366-0123.)

Bus safety conference in Kalispell

"Preserving Our Future" is the theme of the 1995 Montana Association of Pupil Transportation (MAPT) School Bus Safety Workshops and Trade Show, to be held at the Ramada Klondike Inn in Kalispell, June 21-23, 1995.

This annual conference offers a chance for everyone involved in pupil transportation to share ideas; learn about current trends, issues, and products; and take courses to fulfill requirements of state and federal laws. Bus drivers will have an opportunity to take refresher workshops on basic skills needed to drive and manage students. Mechanics can gain information and training to keep their buses safe and economical. Supervisors can learn techniques to help them better manage their transportation programs, including training required by federal law for managing a drug and alcohol testing program.



This is an excellent opportunity for professional development for bus drivers and transportation staff. Conference flyers and registration forms will be mailed to school districts in April. Registration, including four meals, is $65. *MAPT would appreciate your assistance in getting the registration materials distributed to the appropriate individuals.* Please contact Linda Atwood at OPI (444-3096) for further information. Anyone interested in pupil transportation is encouraged to attend.

Specific hands-on workshops at the MAPT conference will include: First Aid (will fulfill the state requirement for drivers), Assertive Discipline for Bus Drivers, Defensive Driving Skills, A School Bus Road-e-o, Evacuation Procedures (a push-out window demonstration), Supervisor Training for Administering Drug and Alcohol Testing (will fulfill training required by federal law), and Mechanics Training.

Other tentatively scheduled workshops include sessions on trends in school buses, consequences of sleep deprivation for drivers, an update on federal drug and alcohol testing laws and implementation procedures, a legislative update, and a panel discussion with audience participation on communication and employer/employee labor relations. The trade show will include demonstrations of the latest school bus products.

READING

June Atkins, Specialist
444-3664

Facilitating literacy development

The desire to read is as important as the act of reading. A love of books, enthusiasm for reading and writing, and a positive attitude facilitate literacy development.

To develop a positive attitude toward reading and writing, students need to value reading and writing as pleasurable and enriching experiences.

Get A Clue...Read, the 1995 statewide reading project, motivates students to develop positive attitudes toward reading and writing. This project promises to stir and stretch students' imaginations.

Get A Clue...Read encourages students to become detectives and explore the mysteries and adventures in books. The project is coordinated by OPI and the Montana State Library and is sponsored by the Montana Education Association, the Montana State Reading Council, and the General Federation of Women's Clubs.

Get A Clue...Read is a handbook of materials, ideas, and activities designed for use by public and school libraries and teachers to promote communication skills and family involvement.

Unfortunately, the grant for the reading project is no longer available. Therefore, it is necessary to charge schools and public libraries a fee of $10 to cover the cost of printing and postage for the manual. A registration form to reserve copies of the handbook was sent to all school librarians in October, and a follow-up fax was sent in February. This year's handbook will be sent only to those schools who have already made a request and paid the $10 fee.

A second component of the program is a summer calendar of reading activities for students. A master copy of these calendars will be sent to each building principal. They should arrive at your school in May.

To whet your appetite

Several publications to whet your appetite for professional reading are available from the International Reading Association, P.O. Box 8139, Newark, DE 19714-8139 (302-731-1600). Some of the publications are listed below.

• *Fostering the Love of Reading: The Affective Domain in Reading Education*, Eugene H. Cramer, Marrietta Castle, editors. 1994. This book just arrived on my desk, and I have already tagged many pages for future reference. As teachers, we recognize that the enthusiasm and frequency with which students voluntarily choose to read is the best measure of success for an instructional reading program. Lack of motivation is at the heart of many of the pervasive problems we face in reading instruction.

A 1992 survey of International Reading Association members found four of the top ten research areas teachers consider most important were related to reading motivation. *Fostering the Love of Reading* addresses these concerns and offers many practical suggestions for classroom strategies that will help teachers at all levels motivate students to become lifelong readers. A "must-read"!

• *Authentic Reading Assessment: Practices and Possibilities*, Sheila W. Valencia, Elfrieda H. Hiebert, Peter P. Afflerbach, editors. 1994. Assessment is one of the most pressing issues facing the literacy community. At every turn, we hear that we must reform assessment if we are going to help students become thoughtful, critical, responsive, and effective readers and writers.

This statement is from the book's introduction: "'Authentic' has almost come to mean 'anything that isn't multiple choice,' unfortunately encompassing many forms of rather traditional assessment." This book presents nine case studies that demonstrate how the challenge of reforming assessment can be met at the school, district, and state levels. "Literacy Portfolios: Windows on Potential," "Rhode Island's Literacy Portfolio Assessment Project," "A Multilayered Assessment Package," and "Realizing the Possibilities of Authentic Assessment: Current Trends and Future Issues," are among the chapters in this book.

• *Standards for the Assessment of Reading and Writing* provides standards to guide decisions about assessing the teaching and learning of reading and writing. This document is copublished by the International Reading Association and the National Council of Teachers of English Joint Task Force on Assessment.

• *The Wonderful World of Mathematics: A Critically Annotated List of Children's Books In Mathematics* is a rich, untapped resource for enhancing math teaching in the classroom. This annotated bibliography describes over 450 books.

• In *Science Learning: Processes and Applications* (Carol Minnick Santa, Donna E. Alvermann, editors), science and reading teachers join hands to address a common problem: the fact that science concepts and texts are difficult for most students to comprehend. This publication moves easily from theoretical concepts to practical ideas for instruction.

• Another publication on reading across the curriculum is *Children's*

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Literature & Social Studies: Selecting and Using Notable Books in the Classroom (Myra Zarnowski and Arlene F. Gallagher, editors). This practical collection of information and literature-based ideas show how to make social studies a vibrant, challenging, and exciting subject for teachers and students.

• The October and November 1994 issues of *The Reading Teacher* and *The Journal of Reading* provide valuable annotated bibliographies of children's and adolescents' books. The October issue of *The Reading Teacher* provides a list of 20 years of "Children's Choices," while the November issue contains "Teachers' Choices for 1994" and the best new children's books. The *Journal of Reading* contains "Young Adults' Choices 1994," and "Teenagers' Favorite Books."

• "Read-alouds" model expressive reading, transmit the pleasure of reading, and invite listeners to be readers. This activity is not meant only for young students. Several articles on this topic by Judy S. Richardson can be found in 1994 issues of the *Journal of Reading*. Examples include: "Read It Aloud" (September), a read-aloud for the science classrooms; "Great Read-Alouds for Prospective Teachers and Secondary Students" (October); and "Read It Aloud," a read-aloud for mathematics classrooms (November).

Literacy events

An exciting three-day literacy event is planned for October 19-21, 1995, in Billings. *Literacy Unravels the Mystery and Magic of the World*, the Tenth Rocky Mountain IRA Regional Conference, provides a focus for professional collaboration and personal exploration in the areas of assessment, technology, struggling readers, teacher research, family literacy, reading administration, literature-based, interdisciplinary/integrated Chapter 1, and multicultural instruction.

Featured speakers include Dolores Malcolm (president of the International Reading Association), Mary Bigler, Andrea Butler, Regie Routman, Yetta Goodman, Pat and Jerry Koppman, and State Superintendent Nancy Keenan. Among the featured authors are Byrd Baylor, Theodore Taylor, Ben Mikaelsen, Ken Thomasma, Janet Stevens, Will Hobbs, Jerry Pallotta, Shelly Gill, Remi Kramer, and Paul Pitts.

The Tenth Rocky Mountain IRA Regional Conference is sponsored by the International Reading Association, the Montana State Reading Council, OPI, Montana State University-Billings, the Midland Empire Reading Council, and the Lewis and Clark Reading Council. For information about this conference, please contact me at the number above.

Summer literacy

The Polson Schools Summer Literacy Institute is scheduled for July 31-August 1, 1995, in Polson. The Summer Literacy Institute is a unique opportunity to explore the New Zealand model of literacy learning. The "Literacy Learning in the Classroom Summer Institute" is coming to Montana via Richard C. Owen Publishers. The four-day institute avoids cute ideas and gimmicks but helps educators make fundamental changes in the way they view teaching and learning.

New Zealand boasts one of the highest literacy rates in the world. The Literacy Learning model, developed over 30 years, offers teachers a framework and structure without imposing the restrictive prescriptions of a skills-based model. Participants are exposed to each key support of the model: Knowing the Learner, Knowing the Resources, Knowing the Approaches, and Putting it all Together.

Each day will consist of a general session presentation by the New Zealand representative and dialogue groups for interaction with a facilitator and colleagues. Graduate credit will be available through the University of Montana. Registrations will be accepted on a first-come, first-served basis. For further information and registration forms, contact Elaine Meeks, Polson Schools, 111 4th Ave. E. Polson, MT 59860 (883-6329).

Times to Treasure

Times to Treasure, Helping Children to Build Reading Skills is no longer available from OPI due to lack of funds to reprint the booklet.

Reading conference dates

IRA Reading Conference: April 30-May 5, 1995, Anaheim, CA;

Rocky Mountain Regional IRA Conference; October 19-21, 1995, Billings, Holiday Plaza Inn (contact June Atkins, 444-3664);

Polson Summer Literacy Institute: July 31-August 3, 1995, Polson (contact Elaine Meeks, 883-6329).

SOCIAL STUDIES
Linda Vrooman Peterson, Specialist, 444-5726

Programs of excellence

Each year, the National Council for the Social Studies identifies exemplary social studies programs throughout the United States. A directory of "Social Studies Programs of Excellence" is published, and two of the programs are singled out for national awards.

An exemplary program is a currently implemented social studies program of outstanding quality based on a curriculum framework consistent with the NCSS Social Studies Curriculum Guidelines or the NCSS Standards for the Preparation of Social Studies Teachers.

Social Studies Programs of Excellence will recognize complete social studies programs, not single courses or parts of programs, which encourage articulation; balance of content; a variety of teaching strategies; and involvement of teachers, students, and the community.

Applications can be obtained from me. The application deadline is May 15, 1995.

MCSS Fall Conference

The Montana Council for the Social Studies Annual Conference will be held October 19-20, 1995, in Missoula. The theme is "Social Justice." Among the activities we have scheduled are 40 sectionals, a featured speaker with a follow-up forum, several special sessions highlighting our theme, a hospitality room, two luncheons, tour of Fort Missoula, and the MCSS Reception. Please contact me or Stephanie Wasta, MCSS president-elect, at the University of Montana (243-4217).

Geographic Institute

The Montana Geographic Alliance Summer Institute, "In the Heart of the Rockies," is set for July 23-August 5, 1995, at the University of Montana. For more information, please contact me or Jeff Gritzner (243-5626).

We the People

A summer conference called "We the People...Rich in Diversity" will be held in the beautiful Black Hills, June 18-21, 1995, Black Hills State University, Spearfish, SD. Please contact me for more information.

NUTRITION EDUCATION & TRAINING PROGRAM
Katie Bark, Specialist, 994-5641

School nutrition programs have been in the news a lot lately, so I thought it would be fun and informative to include some guidelines on *Eating As A Basic Skill*. These guidelines are from Ellyn Satter, MSW, RD. Ms. Satter is an author of two books concerning child nutrition and is well respected in the field of nutrition.

This information may help parents to relieve some "guilt," help educators avoid future food struggles with students, and encourage school nutrition programs to offer students *choices* in their programs.

Remember, eating is a basic skill just like learning how to read or write. Follow these guidelines in your school nutrition program both to nourish children and to help them master their eating skills.

Guideline 1: Children challenge themselves to eat. Most kids accept new foods when encouraged, not forced or cajoled. Studies show kids may try a vegetable 15 to 20 times before they like it. **Tip:** Introduce new foods on school menus. Limiting menus to food already accepted is like limiting the curriculum to facts kids already know.

Guideline 2: Children need to feel in control of their eating. Children eat better when they choose what and how much they eat...and when they can freely turn down what they don't want. **Tip:** Offer familiar, popular foods along with new foods so children always have choices. The *offer versus serve* policy lets children try new foods as well as choose the familiar.

Guideline 3: Children are erratic about their eating. They may tire of favorite foods or skip some types of foods. Yet, over several days, they usually get enough variety when it's available. **Tip:** Recognize that what kids eat over several days, not one meal or one day, offers the true picture of their eating skills.

Guideline 4: Children waste food. They need the freedom to just taste. Unlike most adults, kids usually stop eating when they are full. **Tip:** Accept a reasonable amount of waste in a school food service setting.

Guideline 5: Children eat foods they like. They are tuned in to their appetites and what tastes good and looks appealing. **Tip:** Serve attractive, well-prepared foods that are generally familiar, then accept day-to-day differences in appetite.

Conference announcement

The 19th Annual Training Conference for school food service personnel, titled "On Track . . . Quality Through Partnerships," is scheduled for August 1-3, 1995, in Billings at the Plaza Holiday Inn. On July 31, preconference sessions will be held on topics ranging from basic school food service to dietary guidelines and marketing.

This joint venture, sponsored by the Montana School Food Service Association and OPI's School Food Services, provides training on the hottest issues of child nutrition. It also includes an extensive vendor show and allows numerous opportunities to network with others in the profession.

Look for registration information in the mail soon, or contact Sherry Freeman (452-0088) or Ralph Kroon (444-2502).

ADULT BASIC EDUCATION
Bob Ruthemeyer, Specialist 444-4443

Federal and state funds are used to support educational services to those who do not speak the English language and to those who want to obtain the GED. The Office of Public Instruction makes these funds available to eligible literacy service providers. The majority of applicants are public school districts.

In addition, some funds are set aside to train educators and for special demonstration activities.

Applications for these funds can be obtained by contacting me at the number above.

ARTS
Julie Smith, Specialist 444-4442

Update: Arts/English Framework

As we have sent our Framework for Aesthetic Literacy materials around the state and the country, we've been pleased with the positive response from all levels. Our ambassadors are to be congratulated for their dedicated, hard work last year in writing and now in spreading the word. Excellent work!!!

On January 16, 1995, we spent a day exploring various applications

of the Framework for Aesthetic Literacy with over 200 educators from around the state. Keynote speaker Linda Campbell of Seattle told the gathering that Montana's framework is visionary and on the cutting edge of education. Many Montana educators presented sessions on collaboration, integration, and new approaches to the arts and English in the classroom. Monika Steinberg of Longmont, Colorado, presented a session on Image Making and the Writing Process. It was a great day — full of inspiration and practical applications.

Soon our model schools will begin to implement the framework. Also, many teachers and schools will begin using elements of the framework in individual classrooms. Please keep in touch. Let me know about your successes and frustrations in working with the Framework for Aesthetic Literacy.

Summer opportunities

The Montana Alliance for Arts Education and the Montana Arts Council will support the work of four groups around the state that are offering summer opportunities for teachers to further their knowledge and skills in the arts:

- Media Arts Institute, Polson, sponsored by Montana Public Television Association and its partners;
- "Art Anxiety" in Kalispell, sponsored by Flathead Valley Community College and its partners;
- Indigenous Ceramics, in a rural setting near Whitehall, sponsored by Montana State University and its partners;
- Drama: Bringing the Stage to Your Class and Designing and Using Portfolios for Assessment in Creative Writing and the Arts, Missoula, sponsored by the Hellgate Writers and their partners.

For more information, contact the Montana Alliance for Arts Education, P.O. Box 2264, Kalispell, MT 59903 (257-3241).

The Creative Pulse

The Creative Pulse—A Summer Graduate Program for Master Teachers in Arts and Humanities is an innovative and exciting program at the University of Montana in Missoula. The program has announced its courses for the summer of 1995:

June 19-23: The Narrative Intelligence: Storytelling and Language in Teaching and Learning;

June 26-30: Situated Learning and the Role of Place;

July 3-7: The Human Brain and the Design of Optimal Experiences for Teaching and Learning;

July 10-14: Teaching and Learning in Cooperative and Collaborative Groups: The "Tribes" Approach to Instruction;

July 17-21: The Work of the Subconscious Mind: Myth, Ritual, Ceremony, and Patterns for Teaching and Learning.

For more detailed descriptions of each course, please call me at the number above and leave your fax number or address. For information on admission to the graduate program or registration for the summer courses, contact the School of Fine Arts, U of M, Missoula, MT 59812.

Antioch University's Heritage Institute

This Seattle-based institute is offering several courses in Montana this summer (Helena, Bozeman, and East Glacier Park) that might be interesting to arts educators. Course offerings include:

June 15: Writing From Your Roots, Helena, Carol Stilz, B.A.;

June 22-23: Teamwork & Decision-Making for Teachers and Students, Helena, Don Broadwell;

June 25-27: Project Success-Level I: Language Arts Development, and Higher Level Thinking, East Glacier, Rhonda Williams, M.Ed.;

June 28-30: Outdoor Photography, Bozeman, Davis Matherly, B.S.;

July 6: Teaching for Multiple Intelligences, Helena, Chris Brewer, M.A.;

July 7: Focus on Social & Musical Intelligences, Helena, Chris Brewer, M.A.

For course descriptions and information, call 1-800-445-1305.

1995 Administrator Award

Joe Fontana, Assistant Principal of Belt School District No. 29, has been selected as the recipient of the 1995 Montana Alliance for Arts Education Distinguished School Administrator Award. Fontana was nominated by a teacher in his school with letters of support from four additional staff members. He served as a teacher in Belt from 1975 to 1987 and as elementary principal from 1987 to 1994 (not to mention being athletic director and transportation director). In his current position, Fontana's duties include student discipline and student activities. He also teaches two classes of high school English.

Nominators praised Fontana as being a driving force in both community theatre and school speech and drama programs for many years. He has served as a director, technical director, and actor in several Belt community theatre productions and offered a great deal of administrative and volunteer support for school plays. He convinced the school board to complete badly needed renovations of the school stage and invited drama representatives to participate equally in meetings to schedule use of the gymnasium/stage space. In addition, Fontana organizes a semi-annual book fair, the proceeds of which are used for arts programs in the Belt schools. He also plays in a local band that has often provided live music for school events and fundraisers, and he paints!

The MAAE Board of Directors commented that they had rarely seen a school administrator so involved and committed to supporting and participating in such a wide variety of school and community arts efforts. One supporter summed it up by saying, "Joe Fontana has been involved in and committed to the arts for the many years I have known him. This is his passion. He is interested in all aspects and his enthusiasm is contagious."

To Mr. Joe Fontana, the members of the Montana Alliance for Arts Education extend a hearty congratulations!

Opportunities

National Gallery of Art 1995 Summer Institute for Teachers and Principals: The spirit of collaboration underlies the philosophy of the National Gallery of Art's Summer Institute, a six-day program designed to strengthen knowledge of art and art history and apply it to multidisciplinary education. Open to teachers of all subjects, applications from "teams" are encouraged and will be given preference when the team includes a principal or an administrator. Applications must be postmarked by April 15, 1995. To receive a press release on the program, call me and leave a message with your fax number or address. For more information, contact Julie Springer (202-842-6261).

Marie Walsh Sharpe Foundation Summer Seminar: The Marie Walsh Sharpe Art Foundation announces the ninth year of its Summer Seminar, a scholarship program for artistically gifted high school juniors. The program brings together students from across the U.S. for a two-week residential experience in Colorado Springs with various guest faculty members. Applications must be postmarked by April 12, 1995. For a brochure, call me or Nanette L. Tirado (1-800-776-9815).

National Art Education Association's School Recognition Awards: These awards recognize outstanding achievement in school art programs that meet or exceed the national standards set forth by the NAEA. The 33-page booklet "Purposes, Principles, and Standards for School Art Programs" includes a nomination form, self-assessment checklist, and the seven art program standards. There are also awards for Art Facilities Standards and Design Standards for School Art Facilities. All the awards are noncompetitive and are based on whether schools meet or exceed the standards. The booklet can be ordered for $5 (members) or $10 (nonmembers) from NAEA, 1916 Association Dr., Reston, VA 22091-1590.

Very Special Arts Young Playwrights Program: Plot: A talented young playwright between the ages of 12 and 18 submits a script to the Very Special Arts Young Playwrights Program. Theme: the script explores an aspect of disability. Setting: Anytown, USA. Time: Postmarked by April 14, 1995. Climax: The script is chosen as the best by a panel of well-known theatre professionals. Debut: The young playwright travels to Washington, D.C. to see his/her play produced at The John F. Kennedy Center for the Performing Arts. For more information call 202-628-2800 (TDD:202-737-0645).

New art education video series available from the Getty Center for Education in the Arts: This new five-video series offers an insider's look at art teachers and their students. Experience a variety of art lessons developed and taught by 10 teachers in California, Florida, Minnesota, and Nebraska. Each tape is accompanied by a viewer's guide that discusses the teaching methods used, student learning activities, and broader issues in art education. Cost is $15 each for two 20-minute episodes. For more information, contact Getty Trust Publications, P.O. Box 2112, Santa Monica, CA 90407-2112 (phone: 800-223-3431, fax: 310-453-7966).

Center for Safety in the Arts Publications: The Center for Safety in the Arts is a national resource center for research and education on hazards in the visual arts, performing arts, educational facilities, and museums. The Center has books, posters, pamphlets, videos, and over 100 data sheets available. To request a publication list, contact CFSITA, 5 Beekman Street, Suite 820, New York, NY 10038.

OPI loses toll-free METNET line — temporarily

It's a classic case of being loved to death. Last summer, METNET, the electronic bulletin board that links educators and students across Montana, substantially upgraded its information and interface and information, making it easier for educators to use the system. The response was phenomenal. Use of the system grew so quickly that it outgrew OPI's ability to provide free service on METNET. Unfortunately, OPI was forced to suspend toll-free access in February.

"We are not in a position where we can overspend our budget, so we did what was essential in this situation — we cut the lines," says Scott Buswell, administrator of OPI's Division of Educational Technology. "This situation is unfortunate; however, we will continue to operate the system for folks who can connect via the state network or those who have the resources to call in on their own dime."

Assuming the legislature approves appropriations for METNET, toll-free access will return on July 1, 1995.

LIBRARY MEDIA
Diana Boom, Specialist
444-3132

Internet policy

Many of you have taken Internet training this year through the LSCA

(Continued on page 10)

(Continued from page 9)
Internet Training and Access Grant, or perhaps in other ways. How many of you have students who are also using the Internet at school? How many of you have a policy addressing use of Internet (and any other electronic bulletin boards)?

There is a dark side to the Internet, as I'm sure we all know. If we know it, we can be sure our students know it, also.

We must develop a policy for the use of Internet and other bulletin boards. Many of us have policies for using video tapes in the school. Can these be expanded to include all technology? Or should we have a separate policy just for electronic bulletin boards?

I would like to know your thoughts about this. If you have a policy in place to address this issue, would you be willing to share it with me and other library media people around the state?

In the meantime, I will begin research on access to Internet (and other bulletin boards) in schools outside Montana.

Drop me a line, call me, leave a message on METNET (diana boom) or the Internet (dboom@wln.com).

Summer reading program

June Atkins, OPI's Reading Specialist, has an article in this issue about the Summer Reading Program, sponsored jointly by the Office of Public Instruction and the State Library. Please check it out!

Great reading: The magic of myth

We have been receiving review books that are wonderfully illustrated mythologies, folklore, and fairy tales. Many are appropriate throughout the curriculum and at all levels. Some should specifically be used in high school. People of every age deserve to share a wonderful story beautifully illustrated, so don't keep them in your elementary libraries. Share the wealth! Here are some of the best:

Medearis, Angela Shelf. *The Singing Man, Adapted from a West African Folktale.* 1994. Holiday House. $15.95.

Onyefulu, Obi. *Chinye, A West African Folk Tale.* 1994. Viking. $14.99.

Deetlefs, Rene. *Tabu and the Dancing Elephants.* 1995. Dutton Children's Books. $14.99 An African folktale. (K-5).

Gatti, Anne. *Tales from the African Plains.* 1994. Dutton Children's Books. $18.99.

Orgel, Doris. *Ariadne, Awake.* 1994. Viking. $15.99 (9-12).

Aliki. *The Gods and Goddesses of Olympus.* 1994. Harper Collins. $15.89.

Larry, Charles. *Peboan and Seegwun.* 1993. Farrar, Straus & Giroux. $16. An Ojibwa story of seasonal change.

Lee, Jeanne M. *Silent Lotus.* 1991. Harper Collins. Cambodian folktale. $4.95 (K-6).

Langton, Jane. *Queen's Necklace, A Swedish Folktale.* 1994. Hyperion Books for Children.

Barber, Antonia. *The Enchanter's Daughter.* 1987. Farrar Straus & Giroux. Set in Asia.

San Souci, Robert D. *Song of Sedna.* 1981. Doubleday. Eskimo legend. $15.95.

Bernhard, Emery. *The Girl Who Wanted to Hunt, A Siberian Tale.* 1994. Holiday House. $15.95.

Kimmel, Eric A. *Bernal & Florinda, A Spanish Tale.* 1994. Holiday House.

Greene, Ellin. *Billy Beg and His Bull, An Irish Tale.* 1994. Holiday House. $15.95.

Czernecki, Stefan and Timothy Rhodes. *The Hummingbirds' Gift.* 1994. Hyperion Books for Children. Fiction. Based on Day of the Dead festival in Mexico, featuring straw weavings, a tradition in a Tarascan Indian family. (K-6).

Lester, Julius. *John Henry.* 1994. Dial Books. American folktale.

Penn, Malka. *The Miracle of the Potato Latkes, A Hanukkah Story.* 1994. Holiday House. $15.95.

Schroeder, Alan. *Lily and the Wooden Bowl.* 1994. Doubleday. $14.95. A Japanese folktale.

ENJOY!

BILINGUAL EDUCATION
Lynn Hinch, Specialist
444-3482

Awards

Three national bilingual awards have been presented to outstanding Missoula residents: Tou Yang, Vee Kiatoukayay, and Janie Lee Thao. You can read more about these awards on page 4.

Grants

The Office of Bilingual Education of the U.S. Department of Education expects to call for proposals for bilingual and foreign language competitive grants in mid to late May. Applications should be available by the time you receive this issue of *Montana Schools*. Please contact me or Angela Branz-Spall (444-2423) for more information.

Bilingual conference

The annual Montana Association of Bilingual Education Conference will be held June 14-16, 1995, at the Heritage Inn in Great Falls. Please contact me or Minerva Allen (673-3122) for more information.

TITLE VI (CHAPTER 2)
Kathleen Mollohan, Specialist
444-4317

Title VI future is uncertain

Congress is proposing to reduce or eliminate many programs from the president's fiscal year 1995 budget. Title VI, while not scheduled for rescission this coming school year, is scheduled for elimination beginning 1996-97. There is some indication that Congress does not want to eliminate Title VI, but the future of this and many other federal education programs is uncertain.

This spring, school districts should begin the planning process. Parental involvement in planning is still a strong component of Title VI. Your application packet will reflect the minimum requirements in the law. The U. S. Department of Education is not publishing rules and regulations, but it is working on nonregulatory guidelines. Policy makers at the highest levels of the U.S. Department of Education acknowledge that they are not able to provide timely guidance to states and local schools in implementing the intent of all the new legislation. With no transitional year, we will be learning as we go.

The tentative allocation for Montana is about 6 percent lower than last year, but the formula has changed so that 85 percent of the state's allocation flows through to local school districts, as compared to 80 percent in the past. The best guess is to plan on level funding for the coming school year.

Report available

OPI's annual report on the use of Chapter 2 funds for the 1993-94 school year is now available. You can obtain a copy from me or from your county superintendent.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

Pilot schools selected

On February 13, a team of six educators from Box Elder, Saco, Judith Gap, Butte, and Helena, along with project evaluator Claudette Morton, decided upon the five Montana schools to pilot the **Framework for Aesthetic Literacy.** The committee made its selections from a pool of 25 well-written applications. These model schools will receive funds from March until July to train teachers and to begin planning how they will teach aesthetic literacy.

The schools and their awards include Arlee K-12 School, $19,640; Bigfork Elementary, $20,000; C.S. Porter Middle School in Missoula, $17,949; Highwood K-8 School, $8,320; and Billings Central Catholic High School, $7,091.

If the schools successfully fulfill their objectives between March and July, they will be granted an average of $25,000 each to implement the **Framework for Aesthetic Literacy** during the 1995-96 school year.

Educational leaders from throughout the United States have praised this curriculum and its instructional design. Alan Olds from the Colorado Department of Education called it "a stroke of genius." Linda Campbell, author and professor at Antioch College, said, "Montana's Framework for Aesthetic Literacy is one of the most visionary and doable approaches to arts education that I have encountered. In my estimation, this program holds the greatest promise of any I have seen to date to teach students basic skills through the arts."

The Montana Office of Public Instruction was awarded the $450,000 grant for this project from the U.S. Department of Education Secretary's Fund for Innovation in Education. Christine Peña, OPI's former Arts Specialist, and I wrote the grant in 1993 along with Mary Moe of the Helena College of Technology. This grant competition funded frameworks projects in a variety of subject areas in 14 states.

The "ambassadors" for aesthetic literacy are still available to provide workshops and consultations to schools as requested. Please call if you would like a presentation at your school or would like to have a copy of the framework's Curriculum Cycles and Instructional Guide.

Institute draws 200 participants

The Institute for Aesthetic Literacy, sponsored by OPI, was held in Helena on January 16. With a capacity crowd of 200, the Colonial Inn was buzzing with enthusiastic educators. Participants were impressed with the quality of the presentations and speeches.

Keynote speaker Linda Campbell pointed out how the Framework embodies the principles of multiple intelligences, essential questions, and integration. She described examples of schools throughout the country that have dramatically increased student achievement by emphasizing the arts.

Luncheon speaker Beverly Ann Chin, president-elect of the National Council of Teachers of English Language Arts, spoke about the changing definition of literacy.

Literature discussions can engage community members

The Montana Committee for the Humanities (MCH) sponsors a program called "ReadOn," which funds discussion leaders who travel to communities where groups of people have read a piece of literature and are prepared to discuss it during an evening session. Apparently, more Montana communities are interested in such a program than MCH can fund.

Here is a great opportunity for English teachers to make positive connections with the taxpayers in their communities. Even without support from MCH, teachers could conduct adult discussion groups at a local library, attracting members of the community to discuss books they enjoy.

At a time when support for education is weakening, here's an idea that lets English teachers do what they do best and at the same time build positive relationships with the taxpayers in their districts. Begin with a book you're already using in class or would like to use. Set up a meeting place and begin advertising in your local paper. You'd be surprised how many adults are eager to discuss literature! Your contribution of perhaps two hours each month could pay big dividends for our profession.

Signatures from Big Sky

The board of *Signatures from Big Sky*, Montana's student literary and art magazine, has voted to send a copy of the 1995 spring edition to all Montana school libraries. Last year, due to fiscal restraints, only libraries subscribing to the magazine received copies.

NATIONAL DIFFUSION NETWORK (NDN)
Patricia B. Johnson, Specialist
444-2736

Program highlights

Cooperative Activities for Studying Environmental Science (CASES) uses salmon fisheries as a subject to teach investigation of environmental issues. Because public policy in Montana west of the continental divide seriously affects the salmon fisheries of the Columbia River, five Montana schools from this area were selected for this opportunity.

Congratulations: Those selected as participants in CASES are Larry Gursky and Shawnda Zindler, Ronan Middle School; Jim Litz and Doug Tuckman, Missoula Target Range School; Jim Doolittle and Dave Ashworth, Missoula Big Sky High School; Stephanie Lambert and Bruce Fryar, Missoula De Smet School; and Bruce Riley, Flathead High School; with Ted Keller, Kalispell Junior High School.

Project CLIMB improves the total school program by integrating much of the K-12 curriculum. It also assists teachers in diagnosing, evaluating, and monitoring student performance. Training was offered in Billings, March 28 and 29, 1995.

Critical Analysis and Thinking Skills (CATS). CATS, for all ability levels in grades 9-12, teaches students to make more rational decisions and to write persuasive essays. Training was offered March 27 in Billings.

Image-Making in the Writing Process. This K-6 arts-based literacy program accesses visual, kinesthetic, and verbal modes of thinking at every stage of the writing process. A presentation showing how students use art to write more richly was presented at the Institute for Aesthetic Literacy in January.

TALK (Teaching Activities for Language Knowledge). TALK improves the expressive and receptive vocabulary skills and language in grades K-3.

Informal Science Study. For use in grades 5-12, this discovery-based program uses physical science mini-units based upon recall and use of popular amusement park rides, sports and playground experiences. It is used in conjunction with NASA's "Toys in Space" project.

Upcoming training

Training in Project Success Language Arts, Level III, is scheduled for April in Dillon. Contact Chere Ring (255-3882) for details.

HIV/AIDS EDUCATION
Laurie Kops, Specialist
444-3178

Model policy and procedures workshops

In a joint effort, OPI and the Montana School Boards Association will provide two workshops for school administrators and board trustees regarding model policy and procedures for communicable diseases, including HIV. The workshops will be held May 23 in Billings at the Holiday Inn, and May 25 in Missoula at the Holiday Inn Parkside. Pre-registration will be sent to school administrators at the end of April.

The workshops will provide school administrators and school board trustees the opportunity to develop a legal and sound communicable disease policy and procedures document that is specific to each district. Workshop participants will be provided information regarding communicable diseases including HIV, and legal staff from the Office of Public Instruction and the Montana School Boards Association will be present to provide technical assistance to the school district representatives.

Policy issues regarding gun-free schools and smoke-free schools will also be addressed.

Eligible workshop participants will receive five renewal units for recertification purposes. For more information, please contact me at the number above or Janice Doggett, MSBA (442-2180).

Earthquake!

(Continued from page 4)

grant from FEMA. School districts will be reimbursed for the cost of participant lodging and for substitute teachers. Funds and class size are limited, so you are encouraged to register early.

Deadline for registration is April 14, 1995.

For more information, contact Donna Maddux, 723 5th Ave. E., Kalispell, MT 59901 (phone: 758-5720, fax: 257-3869). ■

Applicant proof

(Continued from page 2)

of credentials verifies eligibility. If an applicant has a copy of a completed and notarized application, you may conclude that this person will receive certification. Specific endorsements may still be in question, but this is not frequently the case.

Administrators and district personnel officials are encouraged to inspect college transcripts to note posted majors and minors as well as preparation in any specialization which the individual indicates completing. General questions concerning credit requirements can be answered by OPI certification personnel without doing a records search. The number to call is 444-3150. If questions relate to accreditation rules, you may wish to call OPI's accreditation office at 444-3128. ■

—Don Freshour, Director, Teacher Education and Certification, OPI

UM creates Academy for Curriculum Leadership & Technology

Technology and restructuring initiatives are causing massive changes in education, and educators need tools to cope with these changes. That's why the School of Education at the University of Montana has established a curriculum and technology center.

The center was designed to provide leadership in incorporating technology in instructional design and curriculum assessment, implementation, and evaluation.

Thanks to a generous grant from the Dennis and Phyllis Washington Foundation, the Academy for Curriculum Leadership and Technology (ACLT) officially began operation in the spring of 1994 as an arm of UM's Department of Educational Leadership. The ACLT was chartered to offer a variety of professional development opportunities and to serve the curriculum and technology needs of various clients. Graduate courses related to instructional design and strategic planning for technology are currently under development.

Achievement Television

The first and principal user of ACLT services is the Achievement Television Network. Achievement TV produces satellite-delivered enrichment programs that are beamed nationwide throughout the year to students at 30,000 sites. These programs assemble successful and prominent Americans to discuss topics with students and with each other. Recent broadcast guests included Maya Angelou, Stephen Jay Gould, Oprah Winfrey, Liz Claiborne, Milton Friedman, Alan Dershowitz, Jane Goodall, and Stephen Wynn.

Videoconferences for 1994-1995 include:

- Democracy and Citizenship: The Principles of Freedom
- Dinosaurs, Fossils and the Origins of Life
- The Genetic Revolution and the Cure for Cancer
- The Dawn of the Atomic Age

The ACLT provides numerous services to Achievement TV, including:

- producing interdisciplinary materials for videoconferences;
- supplying educational objectives for programs;
- suggesting moderator questions to help tie curriculum goals and objectives to the video product;
- working with national focus groups of teachers to evaluate programs and collaborative materials; and
- suggesting curricular themes for future programs.

Though the programs on Achievement TV are initially aired live, giving students the opportunity to interact with guests in "real-time," teachers are encouraged to use the programs in a videotaped format as well. By dividing the two-hour segments into two distinct one-hour lessons, teachers can use the programs and instructional materials at a pace appropriate for their students.

In addition, teachers are encouraged to incorporate the extension activities into their own curriculum.

Other services

In addition to Achievement TV, the ACLT provides numerous services to schools across the United States, including:

- producing high quality, interdisciplinary K-12 curricular materials for distance learning conferences;
- consulting with school districts, businesses, and universities in the development of curricular materials appropriate for technologically enhanced classrooms;
- providing instructional design support for content experts teaching in a distance learning environment; and
- conducting research in the areas of curriculum leadership and instructional design.

Integrating curriculum, pioneering curricular research in alternative delivery systems, and developing innovative curriculum applications for technologically enhanced classrooms are all part of the ACLT's goal of developing educational activities, products, and publications that improve the understanding of curriculum leadership.

For more information on the Academy for Curriculum Leadership and Technology, contact Dr. Karen Sides-Gonzales at The University of Montana, ACLT, Room 237, Missoula, MT 59812 (phone: 243-5395; electronic mail: ksides@selway.umt.edu). ■

—Dr. Karen Sides-Gonzales, Director, ACLT

Workshop on seismic safety of school buildings

Would your school building survive a major earthquake? Many school buildings in Montana were constructed before seismic design requirements were introduced into building codes. A one-day workshop called Seismic Safety of Existing School Buildings — An Incremental Approach to Seismic Strengthening, will help school districts improve the seismic safety of their existing school buildings.

Sponsored by the Federal Emergency Management Agency (FEMA), Montana Disaster and Emergency Services, Flathead County Superintendent's Office, and the Flathead County Office of Disaster and Emergency Services, the workshop will feature the professional services of Building Technology, Inc., a nationally recognized seismic safety company from Maryland.

The workshop will be held Tuesday, April 25, 1995, 8:00 a.m. - 5:00 p.m., at the Flathead County Justice Center, Emergency Operations Center, 920 S. Main, Kalispell.

There is no registration fee. Continental breakfast and lunch will be served on site. Registration deadline is April 14. To register, contact Donna Maddux, 723 5th Ave. E., Kalispell, MT 59901 (phone: 758-5720, fax: 257-3869). ■

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Study in New Zealand this summer!

Western Montana College is offering a New Zealand Cultural Journey, June 10-July 2, 1995. This program is an in-depth cultural experience of New Zealanders involved in education and community development. The journey will focus on school visitations, lectures, and workshops on New Zealand education issues, history, and geography.

A variety of credit options are available as well as 15 to 60 Office of Public Instruction renewal units. You may earn undergraduate credits in the areas of art, English, humanities, or education from Western Montana College. Graduate credit has been made available from the University of Montana (C&I 495) and can be used as elective credit toward the curriculum and instruction master's degree program.

Contact the Office of Continuing Education & Special Programs, Box 114, Western Montana College, 710 S. Atlantic St., Dillon, MT 59725-3598 (683-7537).

Happy birthday, *Montana Magazine*!

Montana Magazine's 25th anniversary issue celebrates and investigates the past quarter century in Montana. The lead article looks at demographics: who we were in 1970 and who we are today. The author explores ethnic diversity, crime, settlement patterns, leisure time, and jobs.

Another article traces the history of the state since 1970 through politics, industry, the land, economics, and culture. Headline news stories remind readers of what preoccupied our media for the past 25 years.

Mike Malone, president of Montana State University-Bozeman, ventures a guess at what Montana will look like in the next 25 years.

Finally, there are profiles of 25 Montanans who have made a positive impact on the state in the past quarter century — a true celebration of the best of who we are.

Copies of the 25th anniversary issue are available on the newsstands for $3.95, or call *Montana Magazine* (443-2842 or 800-654-1105). Bulk school rates available.

Pediatric physical therapist workshop

A free workshop is coming to Columbus Hospital in Great Falls the weekend of April 22-23, 1995. The topic will be "Introduction to Manual Therapy Applied to the Child with Neurological Involvement." The course is sponsored by the Advanced Master's Training Program in Pediatric Physical Therapy at the University of Washington in collaboration with the Montana Family/Maternal & Child Health Bureau.

Program participants will be limited to 25. Brochures were distributed to licensed physical therapists in Montana in March. Contact Laura Robinson, program coordinator, Physical Therapy Curricula, RJ-30, University of Washington, Seattle, WA 98195 (206-685-7408).

Health enhancement program

The Department of Health and Human Development at Montana State University-Bozeman, along with the Office of Public Instruction, will be offering a summer program specifically for health enhancement teachers in Montana and the Northwest. Starting in the summer of 1995, course work will be offered that will allow health enhancement teachers to continue their education or start a master's degree program which can be completed in three summers.

The summer session of 1995 will take place June 19-July 28 and will include the following classes:

- Graduate Seminar, Dr. Craig Stewart: selected readings and discussion of trends and issues in health enhancement (1 credit).
- Behavioral Fitness, Dr. Peter Rehor: the relationship between exercise and health (3 credits).
- Research Methods in Health & Human Development, Dr. Michael Meyers: methods necessary for the reading, understanding, and completion of research in health and human development (3 credits).
- Health Enhancement Master Teachers' workshop (June 11-June 24), Dr. Peter Rehor: OPI-sponsored workshop for selected health enhancement teachers (3 credits).
- Sports Equipment Design, Bill Skelly: mechanical and human factors relevant to the selection of sport equipment (3 credits).

For more information, contact the Department of Health & Human Development, MSU, Bozeman, MT 59717-0336 (994-4001).

CSPAC positions available

The Montana Board of Public Education has announced that application forms are now available for two positions on the Certification Standards and Practices Advisory Council. Those positions are for a school administrator (Montana Class 3 certificate required) and a school district trustee. Appointees will serve a three-year term beginning June 1, 1995.

The Council meets quarterly but may meet at other times as required. The Council makes recommendations to the Montana Board of Public Education in the areas of teacher and administrator certification policies; issues of professional practices and ethical conduct; the status and efficacy of approved teacher education programs; and policies related to the denial, suspension, and revocation of education certificates.

Applicants must submit an application form and resume to the Montana Board of Public Education by April 28, 1995. Application forms may be obtained by contacting Dr. Wayne Buchanan, Executive Secretary, Montana Board of Public Education, 2500 Broadway, Helena, MT 59620 (444-6576).

1995 Project WILD Workshops

April 19, Rocky Mountain Elk Foundation, Missoula, "WILD About Elk": contact Jodi Bishop (523-4572).

April 21-22, West Yellowstone, "WILD About Bears": contact Gayle Mansfield (646-7001).

April 29, Hardin Middle School, "WET & WILD": contact John Etgen (994-6079).

May 5-7, Bozeman, "WILD About Elk": contact Lori McCollim (585-1500, ext. 1575).

May 5-6, Western Montana College, Dillon, "WET & WILD": contact Jack Kirkly (683-4729).

For additional information about Project WILD, contact Kurt Cunningham, Montana Department of Fish, Wildlife & Parks, 1420 E. 6th, Helena, MT 59620 (444-1267).

Computers for sale

Troy Public Schools has the following computers for sale:

- 9 Apple IIe (128K RAM) with monitor, disk drive, and more;
- 22 IBM Personal/System/2 Model 25 286 computers, 12-inch color monitors, base band - complete LAN cabling for 24 workstations (room for expansion);
- 5 IBM Model 25 286 computers, 12-inch color monitors.

All workstations are currently in operation and may be viewed during school hours.

For more information, contact Superintendent Wayne Lersbak (295-4606).

CALENDAR

April 1995

7: Expanding Your Horizons Conference, Missoula—George Burns, OPI, 444-2410
8: Expanding Your Horizons Conference, Billings—George Burns, OPI, 444-2410
12-13: Spring All Arts Event, Polson—Julie Smith, OPI, 444-4442
21-22: Montana Association of Language Teachers (MALT) Spring Meeting, Helena—Duane Jackson, OPI, 444-3129
27-28: Certification Advisory Council (CSPAC), Havre—Peter Donovan, 444-0301
30-May 2: MTEA/OPI Traffic Education Conference/Workshop, Lewistown—Curt Hahn, OPI, 444-4432
30-May 5: IRA Reading Conference, Anaheim, CA—June Atkins, OPI, 444-3664

May 1995

19-20: Montana State Migrant Education Conference, Billings—Angela Branz-Spall, OPI, 444-2423; Pat Wade, OPI, 444-2509
25-26: Board of Public Education Meeting, TBA—Jeannie Worsech, 444-0302

June 1995

12-16: Montana Agriculture Education Update Conference, Bozeman—Leonard Lombardi, OPI, 444-4451
12-16: Montana Institute for Effective Teaching of American Indian Children, Great Falls—Bob Parsley, OPI, 444-3013
19-30: Advanced Driver Education Workshops, Lewistown—Curt Hahn, OPI, 444-4432
21-23: Montana Association for Pupil Transportation Summer Conference, Kalispell—Helen Hagen, 454-6776
26-29: NASDTEC Annual Conference, Whitefish—Don Freshour, OPI, 444-2577
27-30: Peer Mediation and Youth Violence College Class, Helena—Lorrie Holt, OPI, 444-2979; Debbie Rogers, OPI, 444-0906

July 1995

10-31: Advanced Driver Education Workshops, Lewistown—Curt Hahn, OPI, 444-4432
20-21: Certification Advisory Council (CSPAC), Helena—Peter Donovan, 444-0301
31-August 3: Montana School Food Association Convention, Billings—Ralph Kroon, OPI, 444-2502

August 1995

1-19: Advanced Driver Education Workshops, Lewistown—Curt Hahn, OPI, 444-4432

October 1995

19-20: MEA Convention, Missoula—Eric Feaver, Montana Education Assoc., 442-4250
19-20: Montana Assoc. of Language Teachers Fall Meeting, Missoula—Duane Jackson, OPI, 444-3129, or Bob Acker, UM, 243-4538
19-20: Montana Council for the Social Studies Fall Conference, Missoula—Linda Vrooman Peterson, OPI, 444-5726, or Stephanie Wasta, 243-4217
19-21: Rocky Mountain Regional IRA Conference, Billings—June Atkins, OPI, 444-3664

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